**WBU Flame Logo

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# ****1. Campus Name:** Plainview**

**School of \_\_Education\_\_\_\_**

# ****2. Wayland Baptist University Mission Statement:****

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# ****3. Course Name:** EXSS 3322-VC01 Psychology of Sport and Physical Activity**

# ****4. Term:** Fall 2025 1st8WKS (August 11-October 4)**

# ****5. Full Name of Instructor:** Dr. Charles C. Huang**

# ****6. Office Phone and WBU Email Address:** 806-2913791 (office);** [huangc@wbu.edu](mailto:huangc@wbu.edu)

# ****7. Office Hours, Building, and Location:** Office Hours: Virtual Campus online via blackboard, email, or zoom. Laney Center Room 204, WBU-Plainview.**

# ****8. Class Meeting Time and Location:** Virtual Campus online instruction via Blackboard, August 11–October 4.**

# 9. Catalog Description:

Examines the relationship of psychology to sport and exercise. Includes history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, adult sport, and diversity issues in sport and exercise. Prerequisite(s): [EXSS 1301](http://catalog.wbu.edu/content.php?filter%5B27%5D=EXSS&filter%5B29%5D=3322&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter&filter%5Bexact_match%5D=1#tt7389)

# 10. Prerequisite: EXSS 1301

# 11. Required Textbook and Resource Materials

**11.1** Weinberg, R.S., & Gould, D. (2024). Foundations of sport and exercise psychology (8th ed.). Champaign, IL: Human Kinetics.

# 12. Optional Materials: handouts and papers; Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc).

# 13. Course Outcome Competencies: (Fill in from syllabus template)

At the completion of this course, the students will be able to:

13.1 increase understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.

13.2 increase understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.

13.3 acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader.

# ****14. Attendance Requirements****:

As stated in the Wayland Catalog, students enrolled at one of the University’s campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# 15. Statement on Academic Integrity:

[Link to WBU’s Statement on Academic Integrity, and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

a. No use of any generative AI tools permitted.

i. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.

ii. All assignments must be fully created, designed, and prepared by the student(s).

iii. Any work that uses generative AI will be treated as plagiarism.

b. Generative AI tools permitted in specific context and with proper citations.

i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

iii. Specific parameters for generative AI usage are provided by the instructor.

iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

c. Generative AI tools usage encouraged and may be actively assigned in coursework.

i. Use of generative AI tools is actively encouraged and incorporated in to specific assignments for this course.

ii. Use of generative AI tools for assignments in brainstorming, content understanding, or revision to work is perfectly acceptable if cited and referenced properly in any submitted work for the course.

iii. Use of generative AI is encouraged as long as students understand the use of generative AI in the course is to be an assistance tool and not the generator of assignments and submitted work. Ultimately, all submitted work must still reflect student’s own work, understanding, and analysis.

iv. Specific parameters for generative AI usage provided by the instructor.

v. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

# ****16. Disability Statement****:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

# ****17. Course Requirements and Grading Criteria:****

17.1 Journal (120 points): **Your task is to keep a course journal or log in which you'll write a short paragraph summarizing what each content area/chapter means to you and how you can use the knowledge to guide your future professional practice, whether as a physical education teacher, coach, fitness leader, athletic trainer, or sport psychologist. The journal must be typed and double-spaced.**

***Grading criteria will include:* (1) the quality and extent of your thoughts for guiding practice, (2) the depth of your knowledge, and (3) the completeness of your work (more than 10 chapters).**

***Sample Journal or Log Entry***

***Personality and Sport (Chapter 3)***

***To be honest, I'd never really thought much about personality and sport and how the two might influence my teaching and coaching. The point that will stick with me most about this chapter is the idea that you cannot predict behavior from personality alone. The section of the personality test we completed on the web study guide made sense to me, but I could see how I would answer the questions differently based on different situations. I learned that you need to consider the athlete's personality and how it interacts with the situation in which he or she is placed. So, if I want to better understand the people I'll be working with, I should get to know them as individuals and also study the situation I create or work in. After reading the chapter and hearing the lecture, I'll be extra careful about using personality tests in the future.***

***The iceberg profile described in the book did not impress me much. Athletes who have more vigor and are less depressed perform better than those who do not. Of course!***

17.2 **Discussion Board Topic/ Response Participation (400 points)**. There will be a question posted each week in the discussion Board dealing with the chapter(s) assigned for that week. Each student will submit a response to the question (30 points) and then post a response to at least two other students’ submission (20 points) for that week.

17.3 Critique of a Research Article (80 points): **Carefully read the provided journal article (you may need to do several readings to fully understand it). Note the rationale for the study, its purpose, the basic method used, the results, and the discussion of the results. Unless you've had advanced statistical courses, the results section may be difficult to understand, but try to understand as much as you can. Notice that the article's abstract and the discussion section often emphasize the major findings. Answer these questions about the study: (1) What was the purpose of the study? (2) How was the study conducted? (Who were the subjects? What did the subjects do?) (3) What was found in the study? (4) What are the limitations of the study? (5) Did the author(s) acknowledge the limitations of the study? (6) Did the results and discussion seem consistent? Explain. (7) What implications do the study's findings have for us? (8) If you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study? That is, where do we go from here?**

**Remember the following about doing a critique of this study: I have already read the article, so don't spend as much time summarizing the article as you do critiquing it. In your critique, don't just focus on the negative aspects of the study. Rather, try to present a balanced view of the study's strengths and limitations.**

***Evaluation Criteria.* Your final project should be typed or word-processed, double-spaced, and have 1-inch margins. This project is worth 100 points and will be evaluated according to the following criteria: Accuracy of interpretation and discussion (35 points); Scope—all questions answered in sufficient detail (35 points); Clarity and quality of writing (20 points); Grammar, spelling, format (10 points).**

17.4 Exams (400 points total, 100 points each): **Four exams will be scheduled during the semester. Each exam will consist of both objective (true–false, multiple-choice) and short essay questions. Each exam is worth 100 points. The first three exams will be scheduled during the semester on Black Board, and the final exam will be scheduled during the final exam period in the classroom/on Blackboard. None of the exams will be cumulative.**

## ****17.6 Your grade will be determined as follows:****

| **Item** | **Score** |
| --- | --- |
| **Journal (8x15)** | **120** |
| **Discussion (8x50)** | **400** |
| **Critiques of a Research Article** | **80** |
| **Exams (4)** | **400** |
| **Total** | **1000 points** |

## ****17.8 Grading Scale:****

| **Score** | **Grade** | **Percentage** |
| --- | --- | --- |
| **900-1000** | **A** | **100-90%** |
| **800-899** | **B** | **80-89.9%** |
| **700-799** | **C** | **70-79.9%** |
| **600-699** | **D** | **60-69.9%** |
| **0-599** | **F** | **0-59.9%** |

# 18. Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# 19. Tentative Schedule: (calendar, topics, assignments)

| Week | Topics | Discussion/Assignment | Points |
| --- | --- | --- | --- |
| #1  8/11-8/17 | * **Part I: Beginning Your Journey** (**Chapters 1, 2)** * **Part II: Learning About Participants (Chapters 3, 4, 5)** | * **Discussion #1: How might you tailor coaching strategies to individuals who are trying to deal with stress and anxiety? (Give an example)** * **Journal #1: Chapter 3 and Chapter 4.** | * **50** * **15** |
| #2  8/18-8/24 | * **Part III: Understanding Sport and Exercise Environments (Chapters 6, 7)** * **Exam I (Chapters 1-7)** | * **Discussion #2: Activity 6.2 Designing a Cooperative Game** * **Journal #2: Chapter 7.** | * **5**0 * **15** * **1**00 |
| #3  8/25-8/31 | * **Part IV: Focusing on Group Processes (Chapters 9, 10, 11)** | * **Discussion #3: Give three specific examples of team-building exercises. Give a coach’s view on whether those team-building exercises posted by other students in this class are effective.** * **Journal #3: Chapter 10 and Chapter 11.** | * **50** * **15** |
| #4  9/1-9/7 | * **Part V: Improving Performance (Chapters 12, 13)** * **Exam II (Chapters 9-13)** | * **Discussion # 4: Discuss two energizing strategies that you could use with an entire team. Why do you think these strategies would be effective?** * **Journal #4: Chapter 12** | * **50** * **1**5 * 100 |
| #5  9/8-9/14 | * **Part V: Improving Performance (Chapters 14, 15, 16, 17)** | * **Discussion #5: As a coach, how might you use the four types of imagery discussed in this chapter to enhance the performance, affect, and thoughts of your athletes in different situations?** * **Journal #5: Chapter 15, Chapter 16, and Chapter 17.** | * **50** * **15** |
| #6  9/15-9/21 | * **Part VI: Enhancing Health and Well-Being (Chapters 18, 19)** * **Exam III (Chapters 14-19)** | * **Discussion #6: Discuss how a fitness director can create a climate that will help people commit to exercise.** * **Journal #6: Chapter 18** | * **5**0 * **15** * **1**00 |
| #7  9/22-9/28 | * **Part VI: Enhancing Health and Well-Being (Chapters 20, 21, 22)** | * **Discussion #7: Discuss the physical, psychological, and social reasons athletes take drugs.** * **Journal #7: Chapter 20 and Chapter 22.** * **Critique of a Research Article** | * **50** * **15** * 80 |
| #8  9/29-10/4 | * **Part VII: Facilitating Psychological Growth and Development (Chapters 23, 24, 25)** * **Exam 4 (Chapters 20-25)** | * **Discussion #8: Explain the relationship between athlete aggression and performance. In what situations is aggression most likely to occur?** * **Journal # 8: Chapter 23 and Chapter 25.** | * **5**0 * **1**5 * 100 |

# 20. Faculty May Add Additional Information as Desired